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ABSTRACT

This report on professional development of English teachers discusses the Dimensions of Teaching as a basis for the judging of performance in the National Board for Professional Teaching Standards [for] Early Adolescence/English Language Arts (NBPTS EA/ELA) assessment. The report focuses on how the professional literature on Models of Teacher Knowledge was considered and studies of teacher growth and development were consulted, as well as cognitive science research on pedagogical reasoning and decisionmaking. It is pointed out that these bases led to the notion of dimensions, interdependent constructs that provide a framework for characterizing teachers' habits of mind and patterns of performance as they occur across a sample of key exercises and tasks in English Language Arts instruction--the 6 dimensions are presented in figure 1; the 14 EA/ELA Standards are presented in figure 2. The report offers findings from two studies which addressed the question of whether the various elements of knowledge, disposition, and performance identified in the separate EA/ELA standards related to the Assessment Development Laboratory (ADL) Dimensions. The report then focuses on a study framework representing ELA teacher action in the classroom domains and discusses in some detail the following categories: designing instruction; managing instruction; information dissemination; reinforcing prior learning; interactive and interpretive discussion; individual-focused instruction; experiential learning; and assessing classroom learning. Contains 14 references, 4 figures, and 3 tables of data. (NKA)

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Pedagogical Emphasis and Practice in the NBPTS EA/ELA Standards

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The EA/ELA Assessment Development Laboratory's decision to build an assessment architecture based on a set of six Dimensions of Teaching stemmed from a number of conditions. First, during the exercise and scoring system development period between 1991-93, the EA/ELA Standards upon which the assessment was to be based were also under development. Decisions about exercises and about a scoring framework had to be made before the Standards which were to direct those decisions were completed. Second, while the ADL and the EA/ELA Standards Committee were in regular contact and in general agreement on the vision of accomplished teaching of English Language Arts, it became evident early in the process that the EA/ELA Standards would have to represent accomplished teaching as a set of separate elements of knowledge, disposition, and action, although both the ADL and the EA/ELA Standards Committee recognized that this would "violate the holistic nature of teaching." It was understood that the EA/ELA Standards would have to present "aspects of teaching that are analytically separable for the purposes of this [the EA/ELA Standards] document but which are not discrete when they operate in the real world." It was hoped that the rating system being developed by the ADL would be a step toward recapturing the "sturdy fabric of excellent practice" rather than focusing on the individual threads. Third, ADL analyses of the early drafts of the EA/ELA Standards suggested that there would be too many separate standards with too many overlapping and internally redundant

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elements across separate standards for the standards themselves to be manageable as bases for rating across an entire assessment.

In developing the Dimensions of Teaching as a basis for the judging of performance in the EA/ELA assessment, the ADL considered the professional literature on Models of Teacher Knowledge, studies of teacher growth and development, and cognitive science research on pedagogical reasoning and decision-making. These bases led to the notion of dimensions, interdependent constructs that provide a framework for characterizing teachers' habits of mind and patterns of performance as they occur across a sample of key exercises and tasks in English Language Arts instruction. These six dimensions are presented briefly in Figure 1. The fourteen EA/ELA Standards are presented briefly in Figure 2.

One of the continuing questions posed from the NBPTS members and professional staff was how the ADL Dimensions related to the EA/ELA Standards. Are the various elements of knowledge, disposition, and performance identified in the separate EA/ELA Standards encompassed in performance ratings represented by profiles using the ADL Dimensions? The first part of this report presents findings from two studies which address that question by examining elements of teachers' understanding, attitudes, and actions as represented in the EA/ELA Standards in relation to the ADL Dimensions of Teaching.

Crocker (1993) examined the matching of EA/ELA standards, ADL exercises, and exercise Guiding Questions for the EA/ELA Assessment. At the time of this study, the Assessment included eleven exercises plus the candidate's personal resume' which included descriptions of their participation in school, professional organization, and community activities. The final version of the Assessment included only nine exercises plus the personal resume'. Her expert panelists, eleven members of the EA/ELA Standards Committee, were asked to rate: (1) the extent to which the assessment exercises related to particular standards, (2) the degree to

which exercise tasks were important, relevant and realistic in EA/ELA professional practice, and (3) the extent to which guiding questions which accompany the exercises (as aids to focusing candidate efforts in relation to scoring emphases) relate to standards. Since the exercise Guiding Questions are tied directly to ADL Dimensions of Teaching, Crocker notes that her findings also provide evidence of the extent to which her expert panelists saw the dimensions relating to the EA/ELA Standards (although she also notes that she was not asked to carry out that analysis herself in the commissioned study).

Crocker's report indicated that all ADL Assessment exercises were perceived by at least 2/3's of the panelists to relate to multiple EA/ELA standards. Overall, seven of the exercises were perceived to address a minimum of eight or more EA/ELA standards, suggesting that the exercises were each representing an array of the "discrete duties" of an accomplished EA/ELA teacher necessarily presented in fragmented fashion in the separate standards. Furthermore, according to her analysis, all 11 exercises responded to by the expert panel were viewed both as reflecting examples of knowledge or instructional practice "important" or "critical" in the domain of highly accomplished teaching and likely to be performed or used by those teachers at least several times yearly. In particular, all three of the School Site exercises were perceived as "activities that highly accomplished teachers might engage in on a monthly basis or even more often." Crocker's expert panel rated ten of the eleven exercises as being reasonably or very realistic, with only the Instructional Planning exercise in the Assessment Center Component being regarded as somewhat unrealistic; that exercise was not included in the final ADL Assessment.

Crocker's study also showed that the expert panel matched exercises and guiding questions matched to each standard. These data indicate that Standards 1 and 2 were perceived to be the most heavily emphasized in the exercises and in the

number of guiding questions and that there was moderately heavy emphasis given to Standards 3, 5, 7, 8, 9, and 11. Only Standard 14, which addresses Parent and Community Outreach, received no mentions for either exercises or guiding questions; this was not surprising given that the professional resume (which asked directly for that information from candidates) was not included in the analysis.

As noted by Crocker, since each Guiding Question in the exercises was directly keyed to an ADL Dimension, her analysis of the relationship between guiding questions and standards could also be used to describe the relationship between the dimensions and the standards. In Table 2, the number immediately below each Dimension heading indicates the number of guiding questions (GQ's) keyed to that Dimension across the eleven exercises. Thus, there were 17 guiding questions keyed to Dimension A, 6 guiding questions keyed to Dimension B, and so on. Overall, there were 65 guiding questions, each keyed to a dimension. The number of tallies per standard vary considerably for each dimension because panelists could identify a guiding question as relating to more than one standard. As shown in the Dimension totals, Dimensions A, C, and E (what we had identified as the three core Dimensions) were most heavily represented in the expert panel's matching of GQ/Dimension to Standard (accounting for 90% of the matches). Moreover, these matches by Dimension are clustered in EA/ELA Standards that are logically related to the Dimension. The largest number of matches for Dimension A, Learner Centeredness, are with the first four EA/ELA Standards with the most perceived as relating to Standard 1, Knowledge of Students, and Standard 4, Classroom Environment. The clustering in EA/ELA Standards for Dimension C, Content Knowledge, on the other hand, is in Standards 6, 7, 8, and 9, each of which is a content domain in the teaching of ELA. The largest number of matches for Dimension E, Coherent Pedagogy, are with Standards 2, 3, 4, and 11, which address central elements in pedagogical implementation (curricular choice, engaging

learners, a supportive environment, and assessment). Also important in these data is the evidence that, in the views of the expert panels, the dimensions captured elements of accomplished EA/ELA knowledge and practice that cut across a large number of Standards. Learner-Centeredness was perceived by the expert panelists as having at least one match with 10 of the 14 EA/ELA Standards, while Content Knowledge and Coherent Pedagogy each was perceived to have at least one match with 11 of the 14 EA/ELA Standards.

While the data profiles above show that the expert panelists, each a member of the EA/ELA Standards Committee, saw the EA/ELA Assessment exercises and the guiding questions provided to focus candidates' attention in completing each exercise was relevant and important in characterizing an accomplished EA/ELA teacher and that both exercises and guiding questions (each keyed to a specific ADL Dimension of Teaching), we also recognized that the panelists were responding in terms of their own general understanding of each standard. Each EA/ELA Standard was intended to elaborate in practical terms what the NBPTS Propositions meant in terms of the teaching of English Language Arts. Expert panelists were responding to questions based on their recall of each Standard, and it was possible that, even though they were themselves the authors of the Standards, their recall of the particular substance in a given Standard might be erroneous. So, we continued our investigation in order to bridge between ADL Dimensions and EA/ELA Standards by examining statements or "elements" of EA/ELA teachers' understandings, attitudes, and actions as represented in the Standards as related to the Dimensions.

We defined an element as a phrase or statement in a Standard that reflected a distinguishable aspect of what an English Language Arts teacher should know or be able to do. Each Standard was examined and identifiable elements were marked. Then ADL staff members categorized each element by the Dimension(s) for which it provided example or illustration. There were instances where a single element was

categorized under two or even three Dimensions. For example, the element "the teacher encourages a range of textual interpretations, helping students recognize, respect and learn the inherent value of differing responses to the same text" (Standard VI) was categorized under Dimension A (Learner Centeredness) because of its attention to the teachers' helping students recognize, respect and learn the value of differing responses; under Dimension C (Content Knowledge) because of what it suggests about the teacher's understanding of what interpretation means; and, under Dimension E (Coherent Pedagogy) because of what it suggests about the teacher's understanding of appropriate tasks in English Language Arts instruction and how those tasks are accomplished. In those instances, it seemed sensible to keep a complex element intact for clarity and to list it under each of the Dimensions. This process resulted in the categorization of 281 coded elements into the Six Dimensions.

Table 3 shows a summary of the tallies of statements from the NBPTS Standards by Dimensions. The column on the far right presents the number of statements by NBPTS Standard. The smallest number of statements are drawn from Standards XIII, XIV, and X. The majority of standards contain from 20 to 28 statements. Overall it would appear as if there is an appropriate representation from all Standards in contributing to this overall listing of elements of what an accomplished EA/ELA teacher should know and be able to do.

The tallies by Dimension indicate that the majority of statements are categorized under Dimension A, Learner Centeredness (21%), Dimension C, Content Knowledge (23%), and Dimension E, Coherent Pedagogy (32%). Together, these three dimensions account for 76% of statements made across the fourteen EA/ELA Standards. Lowest frequency (7%) occurs under Dimension B (Cultural Awareness) and Dimension D (Integrated Curriculum).

Table 3 also shows that each Standard has statements categorized in a minimum of three different Dimensions with Standards IV and IX having statements categorized in all of the Dimensions. The range of Standards captured under a single Dimension ranges from a low of 6 for Dimension B, Cultural Awareness, to a high cluster of all 14 Standards for Dimension C (Content Knowledge), 12 Standards for Dimension E (Coherent Pedagogy), and 11 Standards for Dimension A (Learner Centeredness). The frequencies by Standard show that Dimension E, Coherent Pedagogy, is most heavily represented by statements from Standards III, IV, VI, VII, VIII, and XI; Dimension C, Content Knowledge, is most heavily represented by statements from Standards V, VI, and VII; and Dimension A, Learner Centeredness, is most heavily represented by statements from Standard I.

On the basis of these studies, it would appear that the EA/ELA Assessment exercises and the ADL Dimensions are closely allied to the language and concepts in the EA/ELA Standards. All Standards are represented in multiple ways in the Dimensions and each Dimension reflects the substance of multiple Standards. The summary tallies presented in Table 3 indicate that each Dimension reflects elements of teachers' knowledge, attitude, or actions that are identified in at least six different Standards. The distribution of statements from the Standards by Dimension suggests that Dimension E (Coherent Pedagogy), Dimension C (Content Knowledge), and Dimension A (Learner Centeredness), each containing elements from at least 11 of the 14 Standards, are most prominently represented across the 14 Standards. This would suggest that judgments on these three dimensions should also be most prominent in any Dimensional Scoring Profile for the whole EA/ELA Assessment. Moreover, each Standard contains elements or statements categorized in from three to six of the Dimensions. This suggests that the ADL Dimensions are cross-cutting constructs or "strands" that pull together individual threads presented separately

in the different Standards into one pattern of the "interwoven fabric" that characterizes accomplished teaching.

The previous studies suggest that the ADL exercises and Dimensions of Teaching Assessment Architecture match well with the EA/ELA Standards both in the opinion of the EA/ELA Standards Committee and from a Dimensional Classification of the knowledge, action, and dispositional statements or "elements" in the Standards. The Dimensional Architecture is one definition of the"context -- the discursive structure and practices -- in which [an accomplished ELA teacher's] knowledge is produced and the Dimensions serve as a framework or structure for the interpretation and evaluation of the significance of that knowledge" (Delandshere and Petrosky, 1994). The exercises in the ADL Assessment are aimed at capturing a sense of how accomplished ELA teachers create themselves as teachers and thinkers about teaching and learning within their discipline. However, the array of exercises and the School Site Portfolio exercises, in particular, represent only one perspective on "important" pedagogical actions to be incorporated in a representation of accomplished teaching in ELA. Specifying particular teaching tasks, as was done in the School Site Documentation Portfolio, allowed for a common comparative base in the assessment of performance, but also reduced the capabilities of an individual teacher to identify aspects of his or her best practice. The studies above have documented that these exercises reflect relevant and important ELA teachers' actions in the minds of the EA/ELA Standards Committee. But, what other perspectives about best practice are evident in the EA/ELA Standards? From our previous study, we had identified 281 "elements" of accomplished EA/ELA teachers' knowledge, actions, and dispositions. What profile of priority classroom practices emerges from an examination of the particular teacher actions identified in the ADL Standards?

Reynolds (1990), in her characterization of the knowledge base for teachers, places "Content-Specific Pedagogy" at the center of eight other knowledge domains, since "a teacher's knowledge of teaching strategies that make the subject matter comprehensible and interesting to students depends on the teacher's understanding of the particular students in the class, the classroom environment, and the content being taught." While a framework to characterize teachers' classroom practices might be based on a "generic" set of characteristics of teacher actions, it becomes meaningful only when descriptors are anchored in the context of instruction, including the subject matter context (Stodolsky, 1984).

Problematic in Reynolds' (1990) delineation of Teacher Action Domains in her framework is the breadth and vagueness of what she means in the Implementing Instruction Domain. Reynolds characterizes teachers

> give students an overview of lessons, provide opportunities for students to apply what they have learned, adjust their plans according to student responses, provide feedback to facilitate student learning, use a variety of teaching techniques to present lessons, and so forth.

Apart from the implicit emphasis on direct instruction in this characterization, there is an overlap of teachers' instructional actions with their management activities and the vagueness in dealing with a "variety" of "teaching techniques." Curiously, with all of the decades of attention to teachers' methods of instruction, there is little consensus about defining instruction in the classroom. What constitutes a "teaching technique"? There are schemes that characterize teachers' instructional actions in terms of "models of teaching"(Joyce and Weil, 1986), as preactive, interactive, and postactive activities (Jackson, 1968; NBPTS, 1993), along a continuum from teacher-directed to student-directed (Cuban, 1993; Reynolds, 1992), or along a continuum from behavioral/information processing to cognitive-mediational (Anderson, 1989). For this study, I used a framework derived

from an examination of the array of teacher actions in the teaching of literature, composition, language, and oral composition in a set of teacher self-report instruments (Kouzial, 1986) for ELA teachers. The category framework representing ELA Teacher Action in the Classroom Domains is presented in Figure 3.

DESIGNING INSTRUCTION refers broadly to all that a teacher does to prepare for instruction. Planning, for example, encompasses a wide range of activities and may extend over variable lengths of time (individual lessons, weekly, units, terms, yearly) and serves multiple purposes (Clark & Peterson, 1986; Reynolds, 1992). In addition, designing instruction generally includes knowing about and identifying or selecting goals and objectives; knowing, selecting, and organizing, and in some cases creating the content, materials, and resources to be used in instruction; and determining and sequencing the learning tasks that will be used in instruction. In ELA classrooms, this can encompass the kinds of literature selections or writing assignments a teacher chooses to use in instruction and how those are organized and sequenced; the kinds of concepts, skills, or attitudes the teacher intends to emphasize as part of instruction in literature, composition, or language; how (or if) the teacher plans to connect students' learning across the ELA content areas; and how (or if) the teacher plans to help students make connections between their reading, writing, oral language, and language study experiences and their own backgrounds and experiences.

MANAGING INSTRUCTION refers to the range of actions teachers can take associated with managing the classroom environment constructively. These include such matters as arranging the classroom, giving task and operational directions, starting the class, having procedures to handle grouping and moving from one type of instructional format to another, handling the transitions between segments of instruction, using time, monitoring students' behaviors during different types of class activities, handling discipline problems, attending to matters

in the physical and social environment of the classroom, showing interest in and interacting positively with students, demonstrating support and respect for students and their work, and adapting instruction "on-line" to meet situational needs, such as responding to student initiatives, or revising procedures when activities begin to break down. These are largely "generic" actions not necessarily uniquely applied in English Language Arts instruction but nevertheless essential if content specific pedagogy is to be implemented effectively.

INFORMATION DISSEMINATION refers to the various ways that a teacher presents or communicates information to students. The ELA teacher can present information about a setting or author or literary device as a way to prepare students for their reading or to help them consider and think about what they had read in different ways. The ELA teacher could also explain steps students might follow in managing their own editing or how they might use a particular literary technique to enrich some of their own story writing. ELA teachers have many opportunities to demonstrate and use models -- from showing students how they approach a writing task or how they make decisions about word choice or how they take informational notes for research papers or how they approach interpreting a new text to providing and explaining models -- professional, student created, or their own -- that indicate how individuals have approached different reading, writing, speaking, enacting, or interpreting tasks.

REINFORCING PRIOR LEARNING refers to the options teachers can use to get students to go over or extend what they have learned. In the best of circumstances, these options help students increase their confidence in and control over what they know. Oral recitations on reading assignments and homework can help students recognize that they have an appropriate common knowledge base as a prelude for other activities as well as provide the teacher with insight into what is more or less difficult for different students. Reviews, such as carefully constructed

response guides to literature selections, for example, can often help students piece together and make sense of what they have learned in different segments of earlier instruction or in their independent reading. In language study, ELA teachers have many variations of independent and guided practice exercises such as sentence combining and sentence transformations to help students work independent, in small groups, or in class groups on particular aspects of language use.

INTERACTIVE AND INTERPRETIVE DISCUSSION refers to the opportunities teachers provide for students to develop understandings and interpretations, share perceptions and experiences, explore new ideas or ways of looking at events or issues, and build their own as well as attend to the interpretations of others. ELA teachers can directly lead students to, or model for students arriving at a particular interpretation through such activities as revealing and explaining to students how he/she went about "interpreting" a text or through teacher-led interactions that lead students to a particular pre-determined interpretation. As Dillon (1994) notes, however, "interpretive discussions" are characterized by genuine inquiry by students and teacher into important and meaningful questions. These may include opportunities for students to share their ideas and personal knowledge about a setting, time period, event, type of literature, theme, or issue as a means of both putting shape to their own ideas and expanding those ideas by listening to the ideas of others. Main questions in interpretive discussions are "open-ended" and not connected to a predetermined "interpretation" to be found by the students. Rather, there is evidence of a flexible agenda during which the teacher encourages a range of ideas, judgments, or interpretations to be expressed and promotes students' abilities to explain or justify their responses with evidence from the text or from their personal knowledge and experience.

INDIVIDUAL-FOCUSED INSTRUCTION refers to the ways that teachers attend to the needs, interests, and abilities of individual students through particularized activities. The teacher may differentiate learning goals for different students and provide alternative experiences for students to achieve those goals. In literature instruction, the teacher may guide students in their individualized or independent reading and response activities, including being able to make recommendations on texts especially relevant to individual students. The teacher encourages students to write on self-selected topics, including about themselves and the ideas, experiences, and issues that are important to them. The teacher makes an active effort to help individuals connect their personal backgrounds and experiences with the content of the curriculum.

EXPERIENTIAL LEARNING refers to the range of activities that actively engage students in "experiencing" the ideas, feelings, issues, and concepts they are learning. The teacher incorporates a range of ways for students to encounter "texts" as part of instruction -- they hear, see, enact, visualize, or transform texts from one medium to another in addition to "reading" texts. They have opportunities to create texts in relation to the literature they are reading and they have opportunities to "compose" in a variety of modes to express their ideas, feelings, and experiences. The teacher knows and uses individual and small group tasks such as oral language activities, drama and role play, visual art, and craft projects to enhance students' engagement with and personal and intellectual responses to their reading. The teacher makes use of community resources, both human and physical, to complement classroom instruction.

ASSESSING CLASSROOM LEARNING refers to the alternatives that teachers have for evaluating student learning and the effectiveness of their instruction; assessing learning occurs before, during, and after instruction and includes both formal and informal means. Important here is how English Language Arts teachers

assess and respond to students' drafting of their ideas as part of writing instruction and in responding to and developing their interpretations of texts. Also important is how teachers construct and make use of summary evaluation tasks such as unit, term, or yearly tests, how they engage students in the evaluation process such as through the use of portfolios, how they acknowledge students' accomplishments and efforts both formally and informally, and how they themselves use the information from assessment to determine the effectiveness of and make changes in their instruction.

From the array of 281 coded elements in the EA/ELA Standards used in our earlier studies, I identified 123 elements that referred specifically to teachers' actions in the classroom (as opposed to their knowledge and/or dispositions). I then classified each of the 123 statements into one of the eight categories above according to the stated or implied emphasis in each statement. This classification was reviewed by ADL staff members and disagreements were resolved.

The largest number of teacher practices addressed aspects of Planning, Selecting Content and Goals, and Organizing the Curriculum (n=28). Also very highly represented in the EA/ELA Standards are teacher actions related to Presenting, Explaining, Demonstrating, and Modeling in Instruction (n=21), Discussing and Interpreting in Instruction (n=19) and Experiential or Small Group Learning in Instruction (n=19). Not represented at all are teacher actions related to Reciting/Reviewing/Practicing in Instruction. Evident in relatively low frequencies of mention were teacher actions related to Managing Instruction (n=10), Promoting Individual/Independent Work in the Classroom (n=12), and Assessing Classroom Learning (n=14). Figure 4 presents a sampling of teacher actions from the EA/ELA Standards by Category of Teacher Pedagogical Action.

This categorization of the teaching practices of accomplished ELA teachers in the EA/ ELA Standards shows that, apart from practices in Designing Instruction,

which occur largely as a "preactive" step in the teaching process, the EA/ELA Standards emphasize a somewhat balanced perspective between teacher-directed and student-centered activity in the classroom. While accomplished EA/ELA teachers provide students with a range of opportunities to shape their own learning through sharing and interpretive discussions, small group and experiential activities, they also take on more directive roles in which they present information, explain concepts, and demonstrate or model ways of accomplishing learning tasks. Clearly not featured in the EA/ELA Standards are teacher actions related to reciting, reviewing or practice work, although most studies of teachers' actual practices show that these kinds of activities dominate the instructional milieu in most classrooms.

The EA/ELA Standards were developed as a vision for what accomplished EA/ELA teachers know and do in their instruction. No set of Standards can document an exhaustive set of teacher activities. One set of Standards can not explicitly describe all possible teaching events and their qualities (Pence, 1995). Although the Standards provide a clear and consistent orientation to and description of accomplished practice in ELA, they are and can only be representational not definitive. For ELA teachers looking to the Standards for direction in preparing for the NBPTS Assessment or more importantly for direction in guiding their own professional development, the Standards define a stance or frame (Barnes, 1992) and delineate an array of teacher actions consistent with that stance.

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Figure 1.

ADL SCORING DIMENSIONS

A. Learner-Centeredness: Accomplished teachers attend to student backgrounds, understandings, abilities, attitudes, and interests when they make instructional decisions. Concerns about their students strongly influence what they choose to teach and how they organize and carry out that instruction.

B. Cultural Awareness: Accomplished teachers understand, value, and have strategies for capitalizing on diversity within the classroom and for helping students become aware of the impact of culture on how they and others perceive the world. They also monitor their own cultural biases.

C. Content Knowledge: Accomplished teachers understand theories of composing, reading, interpretation, and language and their instructional implications. They also understand the conventions of spoken and written language and the strategies that early adolescent students need to develop.

D. Integrated Curriculum: Accomplished teachers understand possible connections among composing, reading, interpretation, and language and across the curriculum. Their instruction helps students to understand those connections.

E. Coherent Pedagogy: Accomplished teachers create an environment that encourages student growth in literacy and responsibility for their own learning. Instruction is organized logically so that there is evidence of scaffolding of students' experiences and well-enacted transitions.

F. Professional Roles and Concerns: Accomplished teachers communicate with parents about student growth in English language arts and participate in the community and the field to both learn from and add to the knowledge of the profession.

Figure 2

Preparing the Way for Productive Student Learning

I. Knowledge of Students

Accomplished EA ELA teachers systematically acquire a sense of their students as individual language learners.

II. Curricular Choices

Accomplished EA ELA teachers set attainable and worthwhile learning goals for students and develop meaningful learning opportunities while extending to students an increasing measure of control over how those goals are pursued.

III. Engagement

Accomplished EA ELA teachers elicit a concentrated effort in language learning from each of their students.

IV. Learning Environment

Accomplished EA ELA teachers create a caring, inclusive and challenging environment in which students actively learn.

V. Instructional Resources

Accomplished EA ELA teachers select, adapt and create curricular resources that support active student exploration of literature and language processes.

Advancing Student Learning in the Classroom

VI. Reading

Accomplished EA ELA teachers engage their students in reading and responding to literature, and in interpreting and thinking deeply about literature and other texts.

VII. Writing

Accomplished EA ELA teachers immerse their students in the art of writing.

VIII. Discourse

Accomplished EA ELA teachers foster thoughtful classroom discourse that provides opportunities for students to listen and speak in many ways and for many purposes.

IX. Language Study

Accomplished EA ELA teachers strengthen student sensitivity to and proficiency in the appropriate uses of language.

X. Integrated Instruction

Accomplished EA ELA teachers integrate reading, writing, speaking and listening opportunities in the creation and interpretation of meaningful texts.

XI. Assessment

Accomplished EA ELA teachers use a range of formal and informal assessment methods to monitor student progress, encourage student self-assessment, plan instruction and report to various audiences.

Supporting Student Learning through Long-range Initiatives

XII. Self-reflection

Accomplished EA ELA teachers continually analyze and strengthen the effectiveness and quality of their teaching.

XIII. Professional Community

Accomplished EA ELA teachers contribute to the improvement of instructional programs, advancement of knowledge, and practice of colleagues.

XIV. Family Outreach

Accomplished EA ELA teachers work with families to serve the best interests of their children.

Editors' note: The entire Standards document for EA ELA (NBPTS, Sept. 1994) may be ordered for $5.00 from:

The NBPTS, 300 River Place, Suite 3600, Detroit, MI 48207, Attn: Communications Fulfillment, or call 1-800-22TEACH or fax (313) 259-0823.

Additional information, including a legislative report (no charge for individual orders; quantity orders incur a nominal charge) that briefs state and local actions, as well as developing actions in various states, is also available at the above address.

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Figure 3. ELA Teacher Action in the Classroom Domains

I. Designing Instruction
   - Planning
   - Selecting Content and Goals
   - Organizing the Curriculum

II. Managing Instruction
   - Classroom Routines
   - Classroom Discipline
   - Creating the Classroom Environment
   - Monitoring Student Activity and Adjusting Instruction

III. Information Dissemination
   - Presenting
   - Explaining
   - Demonstrating
   - Using Models

IV. Reinforcing Prior Learning
   - Recitations
   - Reviewing
   - Practicing (Guided and Independent)

V. Interactive/Interpretive Discussion
   - Directed Concept Learning/ Interpretations
   - Sharing and Exploring
   - Building Interpretations

VI. Individual-Focused Instruction
   - Independent Learning
   - Self-selected/Self-initiated Learning

VII. Experiential Learning
   - Multiple Modes and Experiences
   - Enacting/Oral Language Experiences
   - Project Experiences
   - Small Group Activities

VIII. Assessing Classroom Learning
   - Monitoring Academic Progress
   - Responding to Students' Work
   - Evaluating Student Learning

Figure 4. Samples of Teacher Actions from EA/ELA Standards by Teacher Pedagogical Action Category

Category I. Planning, Selecting Content and Goals, and Organizing the Curriculum (n=28)

- T makes connections (both structured and spontaneous) between students' experiences of the world (youth culture) and their explorations of language
- T articulates realistic and worthwhile long term goals for instruction
- T articulates an overall instructional frame or orientation that guides planning and the selection of activities
- T selects reading and writing assignments related directly to the interest and concerns of young adolescents
- T demonstrates a valuing of diversity as a resource to be explored in the classroom and for increasing students' understanding of themselves and others
- T uses texts that appeal to young adolescents
- T invites students to see how print and non print media differ from one another
- T chooses learning activities that highlight stages in the writing process
- T has students work with broad, engaging themes, not isolated sub-skills
- T provides intellectually challenging activities that require students to compose and interpret using all four language processes

Category II Managing Instruction (n=10)

- T makes adjustments in lessons when activities begin to break down or based on student feedback
- T has orderly and workable classroom routines
- T has routines to handle management and discipline problems firmly and fairly
- T provides an internal structure and/or guidelines for students to stay on task in small group work
- T listens carefully to what students have to say
- T, with esl, adapts his/her own language to accommodate to it's by reducing jargon, restating key points, using a slower, but natural speech rate, clear enunciation, and simplified vocabulary

Category III Presenting/Explaining/Demonstrating/Modeling in Instruction (n=21)

- T reacts honestly to texts and models his/her own understanding process
- T models discussion participation and interpretations
- T as coach, makes public the cognitive strategies expert readers use for generating meaning from text
- T guides students in the technique of deciphering word meaning from context
- T provides metacognitive information about how quality writing occurs
- T uses models by professionals and peers to help guide and stimulate students' efforts
- T renders oral story telling of a story with verve and "voice"
- T provides students with needed background knowledge in pre-reading activities

Category IV Revising/Reviewing/Practicing in Instruction (n=0)

Figure 4. Continued

Category V Discussing/Interpreting as Instruction (n=19)

- T engages students actively in discussion of literature
- T has students share their ideas about writing
- T engages in the give and take of articulating defensible interpretations
- T helps students take creative risks, question others, and deal with others' questioning of their ideas
- T has students participate in whole class analyses of texts
- T helps students recognize and respect the value of differing responses to the same text
- T asks open-ended questions in discussion that genuinely seek information
- T encourages students to ask questions of each other, to challenge one another and defend their opinions

Category VI Individual/Independent Work as Instruction (n=12)

- T encourages independent reading based on interest and background
- T invites students to write about themselves, their interests, and conclusions
- T incorporates self-directed learning opportunities for students in the curriculum
- T uses self-selected writing assignments
- T provides individualized reading time for students to explore literature of their own choosing
- T encourages students to write about issues that matter to them

Category VII Experiential/Small Group Learning as Instruction (n=19)

- T provides multiple ways into learning experiences such as having students listen to audio tapes of the text, role-play a part of the action in a text and express their responses to a text through original art pieces
- T brings poets, writers and storytellers from the community into the classroom
- T designs and uses range of response activities that permit students to demonstrate their comprehension, interpretation, and appreciation of texts, including: use reading aloud to students, provide audio tapes of stories, have students respond to text through improvisational role playing, have students respond to text through dance or drawing, have students stage reader's theater, and use media and television to support the development of analytical, interpretive and critical thinking
- T has students share informal and formal writings with one another
- T uses creative drama enactments
- T uses role play situations for students to practice use of standard English
- T provides opportunities for students to talk in small groups
- T has students speak with one another in small groups concerning what they intend to write about

Category VIII Assessment in Instruction (n=14)

- T individually checks oral reading skills
- T administers assessment exercises and conducts private interviews to diagnose individual student abilities
- T uses informal and formal means to sample students' reading interests
- T responds to student writings as a trusted adult
- T involves students in analyzing their own and classmates' writing
- T helps students assess the different situations they find themselves in and employ the English usage required by the situation
- T has students assess their own progress in language use

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Table 1 - Number of Participants and Guiding Questions Matched to the Standard by 2/3's of the Expert Panelists

Standard	No. of Exercises	No. of Guiding Questions
1. Knowledge of Students	11	27
2. Curriculum Choices	4	24
3. Engagement	7	18
4. Classroom Environment	3	16
5. Instructional Resources	6	14
6. Reading	7	9
7. Writing	7	17
8. Discourse	7	11
9. Language Study	7	15
10. Integrated Curriculum	5	4
11. Assessment	7	11
12. Self-Reflection	8	2
13. Professional Community	3	4
14. Parent Outreach	0	0

Table 2 - Number of Exercise Guiding Questions Keyed to ADL Dimensions Matched to Standards by 2/3's of the Expert Panelists.

Standard	Dimensions						
	A	B	C	D	E	F	Total
# of GQ's	12	6	19	2	20	1	60
1. Knowledge of Students	10✓	5	4		8		27
2. Curriculum Choices	9	1	6	1	10✓	1	28
3. Engagement	6✓		2		8✓		16
4. Classroom Environment	9✓				7✓		16
5. Instructional Resources	3	3	3	1	8		18
6. Reading	2		5✓		2		9
7. Writing	4		9✓		8		17
8. Discourse	1	1	8✓		5		11
9. Language Study	4	1	5✓		5		15
10. Integrated Curriculum				2	2		4
11. Assessment	1		4		6✓		11
12. Self-Reflection			2				2
13. Professional Community			3			1	4
14. Parent Outreach							0
TOTALS	54	11	65	4	57	1	172

Table 3 - Summary Tallies of Statements from NBPTS Standards by Dimensions

NBPTS Standard	ADL Dimensions						
	A	B	C	D	E	F	Total
I Know. of Ss	16		5	2	4	1	28
II Curr. Choices	8		2		6		16
III Engagement	4		3	1	12		20
IV Class Environ.	9	5	2	1	13	1	31
V Instructional Res.	4	4	11		2	2	23
VI Reading	3		9	2	11	1	26
VII Writing	3	2	10		10		25
VIII Discourse	3	3	5	2	9		22
IX Language Study	1	6	6	1	4	2	20
X Integrated Inst.		1	1	9	1		12
XI Assessment	6		5		11		22
XII Self-Reflection			4		7	4	15
XIII Professional Comm.			1	1		8	10
XIV Parent Outreach			2			9	11
TOTALS	58 21	21 .07	66 23	19 .07	90 .32	27 .10	281